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ABSTRACT

This teaching unit is a literature unit that can be used in social studies to study the westward movement of the United States. The unit identifies educational objectives and lists read alouds (fiction and nonfiction). The series is based on the Laura Ingalls Wilder novels for young people and Wilder's own life experiences. The unit presents learning activities (The Journey; Life on the Frontier; Building a Community; Individual or Small Group Activities; and Assessment). It suggests diverse supplementary activities, provides colorful illustrations for the activities, and offers an extensive bibliography. (BT)

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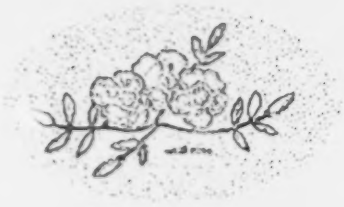
Curriculum Guides for Education

Laura Ingalls Wilder Teaching Unit

Pioneer Life With Laura



Written material, drawings and watercolors prepared
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Pioneer Life With Laura

A Social Studies And Language Arts Unit

The teaching unit, Pioneer Life With Laura, was prepared with a grant from the Herbert Hoover Presidential Library. It is designed as a literature unit that can be used in conjunction with the study of the Westward Movement of the United States.

Unit Objective

Through literature, both fiction and nonfiction, the learner will develop an understanding of and an appreciation for:

- Why pioneers left their homes and families to journey west.
- The hardships pioneers faced on the journey and as they built a new life on the frontier.
- Family life on the frontier.
- Building a community.
- Destruction of the way of life of the Plains Indians and their forced movement to reservations.
- Effects the pioneers had on the natural environment.

Read Alouds for the Unit

Anderson, William. *Laura Ingalls Wilder, a Biography*. HarperCollins, 1992.

Conrad, Pam. *Prairie Visions: the Life and Times of Solomon Butcher*. HarperCollins, 1991.

Freeman, Russell. *Children of the Wild West*. Clarion, 1983.

Rounds, Glen. *Sod Houses of the Great Plains*. Holiday, 1995.

Schlissel, Lillian. *The Way West: Journal of a Pioneer Woman*. Simon & Schuster, 1993.

Wilder, Laura Ingalls. *By the Shores of Silver Lake*. HarperCollins, 1939.

Wilder, Laura Ingalls. *Little House On the Prairie*. HarperCollins, 1935.

Wilder, Laura Ingalls. *Little Town On the Prairie*. HarperCollins, 1941.

Wilder, Laura Ingalls. *The Long Winter*. HarperCollins, 1940.

Wilder, Laura Ingalls. *On the Banks of Plum Creek*. HarperCollins, 1937.

Teaching Unit and Activities

- The Journey
- Life On the Frontier
- Building a Community
- Individual or Small Group Activities
- Assessment

Supplementary Activities

- Timeline Activity
    - Laura Ingalls Wilder Timeline Activity directions for the teacher.
    - Laura Ingalls Wilder Timeline research sheet for students.
    - Laura Ingalls Wilder timeline
- Mapping the journeys of the Ingalls family
    - Pioneering Journeys of the Ingalls Family teacher directions.
    - Map of the Journeys of the Ingalls Family.
- Patterns for constructing a pioneer town.
- Map of De Smet with photographs, drawings and questions.
- Making a nine-patch quilt activity.
- Cousin Ed's Straw Hat activity.
- Grandma Minnie's Sunbonnet activity and pattern.
- Wildflower seed packet activity.
- Pioneer bibliography

The Journey

Introduction

Many of the states in which the Ingalls family lived are located in the Midwest Region of the United States and this unit may be taught as part of a larger social studies unit focusing on that region or as part of a study of the Westward Movement. Before beginning the unit, the teacher could present an overview of the Little House books, either by booktalking them or showing one of the sound filmstrips or the video included in the bibliography. The February 1986 issue of Cobblestone magazine has published an issue on Laura Ingalls Wilder titled, "Laura Ingalls Wilder: Growing Up on the Prairie." Multiple copies of this issue can be ordered from Cobblestone Publishing Co., 20 Grove Street, Peterborough, NH 03458.

Before Reading

Discuss Laura Ingalls Wilder's purpose for writing the books, which can be found in her Book Fair Speech in A Little House Sampler, by William T. Anderson. In the speech she states that she and her sisters were busy and happy as children but loved Pa's stories the best. When Laura was 60 years old, she wrote her first book, *Little House In The Big Woods*, so those stories would not be lost. She thought about how she had seen the settling of the frontier -- the woods, Indian Territory of the Great Plains, the frontier towns, the coming of the railroad, and homesteading on the prairie. She thought of writing the story of her childhood in eight volumes that would cover each aspect of the American frontier.

Activity

Discuss the travels of the Ingalls family and have the students work in pairs to plot the journeys of the family. The map, the Laura Ingalls Wilder timeline and directions for students titled, "Pioneering Journeys of the Ingalls Family," should be made available to each group. Using an atlas, students could estimate how many miles the family traveled to each site, and, if they traveled an average of 15 miles a day, how long it would have taken them to reach each site. Before reading aloud, have the students work in small groups to list what the Ingalls family would need to take with them on their journey from Pepin, Wisconsin, to Indian Territory, near Independence, in what is now the state of Kansas.

During Reading

Read aloud Chapters 1 through 4 from *The Little House On the Prairie*. As you read, stop to discuss these points:

- Why the Ingalls family left their home and family in Pepin, Wisconsin, to go west.

- How the family traveled and what they took with them.
- How the family members felt about leaving home.
- What their life was like on the journey.
- What problems they had and how they solved them.
- What the family felt about the prairie and about nature.
- What the family felt about the Osage and what they knew about Native Americans.
- What the Osage might have felt about the Ingallses and other settlers moving into their land.

Then read aloud excerpts from an actual diary of a pioneer journeying west. *The Way West*, by Lillian Schlissel, contains excerpts of the diary of Amelia Stewart Knight, written while she, her husband and seven children traveled from Monroe County, Iowa, to the Oregon Territory in 1853. Have the students compare and contrast the two journeys and write down their comparisons in a journal. Compare and contrast how the two families viewed Native Americans and discuss what happened to the Native Americans as a result of the Westward Movement.

Life on the Frontier

Home and Family Life

Before Reading

Discuss with the students the Homestead Act and what pioneers would need to make a new life on the prairie. Students could brainstorm in pairs what the early settlers would need to survive, how they would find what they needed, problems they might have, and what happened to the Native Americans of the midwest and plains. Ask if anyone in the class has moved recently and talk about the kinds of housing families find today. Then discuss what kinds of homes the Native Americans had before the Westward Movement: bark houses, earth lodges, tipis, etc. and ask how these houses were suited to each region. Ask the students to compare houses that pioneers might build in prairie states such as Kansas and Nebraska and in eastern woodland states such as Wisconsin and Michigan. Show photographs and drawings of all the houses the Ingalls family lived in and discuss the changes in housing that took place from the time of the Native Americans, to early settlers and the development of towns and farms.

To illustrate early pioneer housing read aloud Chapter 2, "The House in the Ground," and Chapter 7, "Ox on the Roof," from *On The Banks Of Plum Creek*. Good nonfiction read alouds about houses include *Prairie Visions*, by Pam Conrad, and *Sod Houses On The Great Plains*, by Glen Rounds.

To illustrate family life of early settlers, read aloud these chapters from *Little House On The Prairie*: "Little House on the Prairie," pages 56-70. Begin with, "For days Pa hauled logs", "The Wolf Pack", "A Fire on the Hearth", "Fever 'N' Ague"

Before reading aloud from these chapters, explain that when the Ingalls family came to the Kansas prairie they were settling on land that belonged to the Osage Indians who were away on a hunting trip. Although the land seemed uninhabited, it was not. Also discuss with students the stereotypes of Native Americans found in the book.

During Reading

Discuss how the Ingalls family made a home on the Kansas prairie in 1869 and 1870. Focus on the importance of family life and traditions by discussing these points:

- How each family member felt about living on the prairie.
- What knowledge Ma and Pa needed to survive on the prairie.
- How Laura and Mary helped the family.
- How the family coped with hardships and illness.
- How neighbors helped each other.
- What the family did for entertainment.
- Games Laura and Mary played.

- What happened to the Osage as a result of settlers moving onto their land.
- How farming has affected the plant and animal life of the prairie.

Hardships and Problems

Before Reading

Pioneers on the prairie endured many hardships as they struggled to make a new life for themselves. Ask the students to think of some problems or hardships that the pioneers might have encountered and how they might have dealt with them. Make a list of problems or hardships in one column and solutions in another.

Mention that the Ingalls family encountered many hardships after they moved from Kansas. After spending a year in Indian Territory in 1870, the family back-trailed to their home in the big woods of Wisconsin when the man who bought their farm could no longer make payments on it. Laura Ingalls Wilder included some of the events from these years in *Little House In The Big Woods*. In 1874, the family moved to Walnut Grove, Minnesota, where they lived in a dugout until Pa bought lumber on credit to build a house. He intended to pay for the lumber with money he would make from his first wheat crop, but swarms of grasshoppers invaded the area and destroyed all crops.

During Reading

Read chapters 25 through 27 of *On The Banks Of Plum Creek*. Discuss how the Ingalls family coped after they lost their entire wheat crop and had no money to pay their bills. Have the students journal about a difficult time in their family and how their family coped with their problems.

After the wheat crop was destroyed, Pa walked over two hundred miles to eastern Minnesota to earn money to send home. Then, in the books, he was offered a job working for the railroad that was being built into the Dakota Territory, and the family moved to the railroad camp. In real life, the Ingalls family spent a year in Burr Oak, Iowa, where for a time they helped run a hotel. Pa later did odd jobs in Burr Oak but could not earn enough money to support the family, so once again the family moved, this time back to Walnut Grove. For more information about the Ingallses stay in Iowa, read chapter 5 of *Laura Ingalls Wilder, A Biography*, by William Anderson.

More hardships followed. In 1879, Laura's sister, Mary, became blind after contracting what was then diagnosed as brain fever. In 1880 came the hard winter described in *The Long Winter*. To further illustrate how the Ingalls and other settlers coped with hardships, read the following chapters from *The Long Winter*:

Chapter 9 "Cap Garland"
Chapter 19 "Where There's a Will"
Chapter 21 "The Hard Winter"
Chapter 23 "The Wheat in the Wall"

The first blizzard struck De Smet on October 13, 1880, and the blizzards lasted until April. The train which carried supplies to the settlers stopped running in January and no new supplies were delivered to De Smet until the train started running again in early May after the melting of the heavy snows.

- Discuss how the Ingallses and other settlers survived the hard winter--how they got food to eat and fuel to burn to keep warm; how they entertained themselves during the days they could not get out (be sure to discuss Pa's fiddle-playing and singing); and how they fed and cared for their livestock.

In a letter to her readers Laura Ingalls Wilder stated that she felt it is important to make the most of what you have, to be content with simple things, and to be cheerful and courageous when things go wrong.

- Discuss how the Ingalls family lived by these principles and whether or not we should still live by these principles today. Compare the hardships that faced early settlers to hardships facing families today.

Activity

Assign the Laura Ingalls Wilder timeline activity. Students could work in groups to construct a timeline of the life and times of Laura Ingalls Wilder. Hand out the Laura Ingalls Wilder Timeline research sheet and the Laura Ingalls Wilder timeline sheet.

Building a Community

Before Reading

While homesteading in the Dakota Territory, the Ingalls family helped found a new town which was named De Smet for a French priest who had been a missionary to the Sioux. To help herself remember how De Smet looked in the year it was founded, Laura Ingalls Wilder sketched a map of the town. Ask the students to name businesses and services that would be needed in a frontier town on the prairie. Ask how goods such as flour, sugar, lumber, plows and other farm machinery would be transported to the new town. Students may wish to use the interactive map of De Smet to find out about Laura's town.

During Reading

To show how a frontier community developed, read the following pages from the Little House books:

By The Shores Of Silver Lake

- The prairie before the settlers arrived: Chapter 7, " The West Begins," pages 59-62.
- Silver Lake before the settlers arrived: Chapter 8, "Silver Lake," pages 76 to 80.
- Silver Lake when the Ingalls were the only settlers: Chapter 12, "Wings Over Silver Lake."
- Disappearance of the buffalo and other wildlife: Chapter 18, "Pa Finds a Homestead."
- First church services and naming of the town: Chapter 23, "On the Pilgrim Way," pages 222-223.
- Arrival of homesteaders and supplies: Chapter 26, " The Building Boom."

The Long Winter

- Pa's store and De Smet in the first year: Chapter 8, "Settled in Town."

Little Town On The Prairie

- Laura's feelings about the town of De Smet: Chapter 6, "The Month of Roses," pages 49-51. Discuss these points:
- What happened to the prairie environment as the settlers arrived and what has happened to the prairie today.
- What happened to the Sioux and other Plains Indians as a result of the Westward Movement.
- How and why a frontier town such as De Smet was founded, the importance of the railroad to frontier towns like De Smet, and what is happening to such towns today.

- Why Laura felt as she did about the new town.

Activity

Teachers may wish to download the cut-and-fold patterns for students to make their own prairie town.

Culminating Activity

Plan a Pioneer Day as a culminating activity for the unit. Students could share their projects on this day. A pioneer feast could be planned and activities such as butter making, sewing, bread-making, singing, a spelling bee, etc. could take place on this day.

Individual or Small Group Projects

Make an illustrated guidebook for pioneers going west on the Oregon Trail. Include suggestions of what to take, the best kind of transportation, obstacles pioneers would encounter, and how various Indian tribes might help along the way.

Design an art gallery of pioneers and Native Americans. Use photographs of Native American beadwork, clothing, shields, etc. Include quilts and other folk art as well as works by famous artists. Artists to consider include Karl Bodmer, George Catlin, Grant Wood, Harvey Dunn (nephew by marriage of Grace Ingalls Dow), who painted scenes of early South Dakota, and Red Horse, who made drawings of the Battle of Little Bighorn. This project can be done by hand or by using a computer program such as HyperStudio or Kid Pix.

Using HyperStudio or actual photographs, do a photo essay on types of housing found on the frontier. Include sod houses, dugouts, log cabins, tipis, earth lodges, bark houses, grass houses, etc. Include how to build each house and pros and cons for living in each house.

One of the reasons Laura Ingalls Wilder wrote the Little House books was to preserve Pa's stories. Read one of the stories from *Little House in the Big Woods* to a grandparent or an older relative. Then record a family story of your own and tell it to the class.

Before Laura Ingalls Wilder wrote the Little House books, she wrote down her memories of what it was like to grow up on the prairie. Interview several family members to find out what it was like when they were growing up and any interesting family stories they remember. Make an interview sheet to use and record your interviews. Then use your interviews to write a family anecdote.

Make an illustrated biography of a famous Native American from the Great Plains. You can use HyperStudio or do your biography by hand. Suggestions include: Sarah Winnemucca, Susan LaFlesche Picotte, Quanah, Red Cloud, Sacajawea, Black Hawk, Crazy Horse, Sitting Bull, Chief Joseph, or Geronimo.

Choose several of your favorite chapters from the Little House books, write a script, and put on a Little House play for your class.

Pretend that you are an investigative reporter and that you have been following a group of former slaves as they seek land and freedom in the West. Then write a newsletter about your findings. Books to read include *Wagon Wheels*, by Barbara Brenner and *Going Home To Nicodemus*, by Daniel Chu.

Investigate the history of your own town or city. Then make an illustrated timeline or mural of the development of your town. Include information about the earliest inhabitants of the area as well as information about the earliest Europeans who came to the area.

Assessment

To assess how well students have understood the discussion questions, the teacher may keep anecdotal notes for each student. Reading conferences can be held as students finish reading the pioneer books they selected. Rubrics can be used for students to self-evaluate how well they worked in their groups as well as to evaluate their part of the timeline. Rubrics can also be used for students to self-evaluate their other group project. Sample rubrics are included below.

On Task S Student T Teacher

	S	T	
Expert			I am on task and do not distract others.
Proficient			I am on task, but sometimes I distract others.
Apprentice			I need reminders to stay on task and not distract others.
Novice			I often distract others and need to be separated from the group.

Creation and Communication: Spelling and Punctuation

	S	T	
Expert			I used spellcheck and I proofread my computer project before printing.
Proficient			I used spellcheck but I did not proofread my computer project before printing.
Apprentice			I forgot to use spellcheck but I proofread my computer project before printing.
Novice			I forgot to use spellcheck and did not proofread my computer project before printing.

Timeline: Quality of Text

	S	T	
Expert			People who look at our part of the timeline will enjoy reading our facts and understand all of them.
Proficient			People who look at our part of the timeline will enjoy reading our facts but will have a few questions about some of them.
Apprentice			People who look at our part of the timeline will have quite a few questions about our facts.
Novice			People who look at our part of the timeline will have questions about all of our facts.

Timeline: Quality of Graphics

	S	T	
Expert			All of our graphics for our part of the timeline are eye-catching and colorful and illustrate our facts.
Proficient			Most of our graphics for our timeline are eye-catching and colorful and most illustrate our facts.
Apprentice			Our graphics for our timeline attract attention but are not directly related to our facts.
Novice			Our graphics distract from our facts because they don't relate to them.

Written material, drawings and watercolors prepared by David Bousfield and Nancy Westlake.
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Photographs and post cards courtesy of: Laura Ingalls Memorial Society, De Smet, South Dakota.
Laura Ingalls Wilder Park & Museum, Burr Oak, Iowa Leslie A. Kelly

Laura Ingalls Wilder Timeline Activity

The life of Laura Ingalls Wilder spanned nine decades. During her lifetime she saw many changes in the prairie, transportation, communication, daily life, the environment, as well as lived during a time of many significant national and world events. By creating a timeline students will have a visual reference for events in the life of Laura in relation to national / world events and the continual development of technology which impacts our lives today.

Supplies

- copies of the Laura Ingalls Wilder Research sheet for each group.
- copies of the Laura Ingalls Wilder Timeline for events in Laura's life.
- reference materials for researching national / world events and technology. Include both text and CD ROM materials for student use.
- Paper for the timeline. Large construction paper works well (one sheet can represent ten years) as does paper on a roll ("butcher" type paper cut in half horizontally).

Teacher Directions

Early in the unit introduce the timeline activity and explain that each student will be working in a pair to find information about events during a period in the life of Laura Ingalls Wilder. Each group will be assigned a decade (e.g. 1860 -1869, 1870 - 1879, etc.) to research events in Laura's family, events in United States and world history, a fact about a president / first lady, and an invention or development in technology from that assigned time period. Provide students a copy of the research sheet, talk about the reference material available to them, and cite an example in each category. Form pairs, assigning each a different decade.

Indicate to students that each ten year segment of the timeline should include three illustrations. These can be hand drawn, computer generated, and may include one photocopy.

When research is complete, students will be ready to transfer their information and illustrations to a "panel" of the timeline which represents ten years. A horizontal line should be drawn and divided into ten segments and each year marked. (If using large construction paper the lines should be drawn uniformly so that, when papers are connected, they make one continuous line for display.)

Display the completed timeline and allow the students to orally share with the class what they have chosen to include within their decade. Refer back to the timeline throughout the unit as events in Laura's life are discussed.

Laura Ingalls Wilder Timeline Research

Group members:

_____

events from the years:

From this time in history, research and list:

- 2 to 5 events in Laura's family.

- 3 to 5 events in U.S. and/or world history.

- a U.S. President / First Lady fact.

- an invention or technology fact

- Include three illustrations to go with some of your facts. These can be hand drawn or computer made and may include 1 photocopy per group. Illustrations will be added to the class timeline.

Laura Ingalls Wilder Timeline

1860	Feb. 1	Charles Ingalls and Caroline Quiner (Pa and Ma) married at Concord, Wisconsin
1865	Jan. 10	Mary Amelia Ingalls born, Pepin, Wisconsin
1867	Feb. 7	Laura Elizabeth Ingalls born, Pepin, Wisconsin.
1869		Ma and Pa Ingalls and girls move to Indian Territory, Kansas.
1870	Aug. 3	Caroline Celestia Ingalls (Carrie) born, Montgomery County, Kansas.
1871	May	Ingalls family forced by troops from Kansas. Family returns to Pepin, Wisconsin.
1874	Spring	Ingallses move to the banks of Plum Creek, Walnut Grove, Minnesota.
1875	Nov. 1	Charles Frederick Ingalls (Freddie) born, Walnut Grove, Minnesota.
1876	Aug 27	Freddie dies, age 9 months. Burial in Wabasha County, Minnesota.
	Fall	Ingalls family moves to Burr Oak, Iowa, to run Masters Hotel.
1877	May 23	Grace Pearl Ingalls born, Burr Oak, Iowa.
1878		Ingalls move to Walnut Grove again.
1879	Feb.	Mary becomes blind after fever.
	Sept. 9	Ingalls family moves to railroad shanty in De Smet in the Dakota Territory.
	Dec. 1	The Ingalls move into the Surveyor's House.
1881	Nov. 23	Mary enrolled at College for the Blind, Vinton, Iowa.
1882	Dec. 10	Laura receives her first teachers certificate; begins teaching school Dec. 20.
1885	Aug. 25	Laura E. Ingalls marries Almanzo J. Wilder in De Smet.
1886	Dec. 5	Rose Wilder born in De Smet.
1888	Spring	Almanzo and Laura have diphtheria.
	Aug. 12	Laura and Almanzo's baby boy dies, 12 days old; burial at De Smet Cemetery.
1889	Aug. 23	House on Almanzo's tree claim burns, rebuilt.
1894	July 17	Wilders leave De Smet for Mansfield, Missouri. Purchase Rocky Ridge Farm.
1902	June 8	Charles Ingalls (Pa) dies, De Smet, South Dakota.
1920s		Rose writes *Let the Hurricane Roar* while she lives at Rocky Ridge Farm.
1924	April 20	Caroline Ingalls (Ma) dies, De Smet, South Dakota.

1928	Oct. 20	Mary dies at Carrie's home, Keystone, South Dakota. Burial in De Smet, S.D.
1932		*Little House in the Big Woods* published. (Age 65 years)
1933		*Farmer Boy* (about Almanzo's boyhood) published.
1935		*Little House on the Prairie* (about life in Kansas) published.
1937		*On the Banks of Plum Creek* (about Walnut Grove, Minnesota) published.
1939		*By the Shores of Silver Lake* (about De Smet, South Dakota) published.
1940		*The Long Winter* (about De Smet) published.
1941	Nov. 10	Grace (Mrs. Nate Dow) dies. Burial in De Smet, South Dakota.
1943		*Little Town on the Prairie* (about De Smet) published.
		These Happy Golden Years published.
1946	June 2	Carrie (Mrs. D. N. Swanzey) dies, Rapid City, S.D. Burial in De Smet, S.D.
1949	Oct. 23	Almanzo Wilder dies, Mansfield, Missouri.
1953	Oct. 14	Garth Williams illustrates new editions of the *Little House* books.
1957	Feb. 10	Laura Ingalls Wilder dies (age 90), Mansfield, Missouri.
1968	Oct. 30	Rose Wilder Lane dies (age 81); burial at Mansfield, Missouri.
1971		Laura's unfinished story, *The First Four Years*, published.

Pioneering Journeys of the Ingalls Family

Born February 7, 1867, Laura Elizabeth Ingalls began her life in the Big Woods of Pepin County, Wisconsin. Her pioneering journeys began just a few years later when Pa started his long search for a productive farm and a permanent home in the west. This journey continued for the next ten years as the Ingallses moved often, faced hard luck, hard work, and shared many adventures which Laura recounted in her "Little House" books. For a decade Charles and Caroline Ingalls looked for a permanent homestead without success. Finally Ma's concern for an education for her girls and opportunities for blind Mary led to one last move west to Dakota Territory.

1869	Ma and Pa Ingalls and girls move to Indian Territory, Kansas (Montgomery County near Independence).
1871	Ingalls family returns to Little House in the Big Woods (Pepin, Wisconsin).
1874	Family moves to Walnut Grove, Minnesota, area (Plum Creek).
1876	Ingalls family lives in Burr Oak, Iowa. (This is not recorded in Laura's books.)
1877	Pa, Ma, and girls return to Walnut Grove, Minnesota.
1879	Ingalls family moves to Dakota Territory (De Smet, South Dakota).
1894	Laura and Almanzo leave De Smet for Mansfield, Missouri.

- Using the dates given and the map of the region, trace the journeys of the Ingallses. Include the final journey Laura and Almanzo made to Rocky Ridge Farm in Missouri.
- With the help of an atlas estimate the distances traveled between each home.
- A covered wagon could travel about fifteen miles a day. At that rate, how long would each trip have taken? Calculate and record.
- What kind of route might pioneer travelers choose? Why?
- Read about traveling by covered wagon. What hardships did pioneers face? How were obstacles (such as rivers) faced?

Regional Map

A Pioneer Town

Homes in Town

Teachers, doctors, dentists, and lawyers often made their homes in town. They provided services to both townspeople and rural dwellers.

One-Room School

Most schools in early prairie towns were one-room school houses. There you could find students ages 6 to 16 and eight grades in one room. There was one teacher for all of them, and often older students were assigned to help the younger ones.

Churches

The church was not only the center of religious life in a community but provided the town with social occasions as well. Church suppers were an opportunity for cooks to bring their best recipes and tables were laden with delicious food.

The Hotel

Most prairie towns, large or small, had at least one hotel. Out- of-town visitors arriving by train lodged here. It was a spot where farm people could stay when in town on business. It was a restaurant as well as a public meeting place.

An overnight stay was about $.50. Meals, too, were about $.50 (except on Sundays when business was slow and a dinner might cost a quarter).

The General Store

Every town had a general store, and they were all much alike. The general store was a place where things could be purchased that were not produced at home. It sold groceries, dry goods and hardware items.

There were no unfilled spaces in (or out of) the store. Items for sale were stocked in bushel baskets, barrels, bins, glass cases, canisters, cloth sacks, shelves, and even overhead on wires strung across the store.

The Livery Stable and Blacksmith Shop

Horses set the pace for most travel in the 1800s. As a result nearly every town had a livery stable and blacksmith shop.

The livery stable was both a transportation rental agency and a hotel for horses. People who did not own a horse could rent one. Wagons, buggies, and sleighs could be rented, also. Visitors to town could leave their horses at the livery stable where they would be fed, watered, and provided with a stall.

The sound of the blacksmith's hammer striking the anvil was a familiar sound in the shop. The blacksmith was a person of great skill who could shape iron into tools, horseshoes, and wagon-wheel rims.

The Lumberyard

Along with the pioneer farmers who moved westward to the rich lands of the prairie came the "town builders". They knew farming people would need places to sell their grain and animals as well as places to buy the supplies they needed.

Because the prairie lacked trees for building new structures the lumberyard was the business that could supply lumber for the town which was springing up.

Like the lumberyard, business relied on rivers and wagon roads to send and receive supplies. The railroad assured the growth of business and trade on which the success of a town was based.

Other Prairie Town Businesses

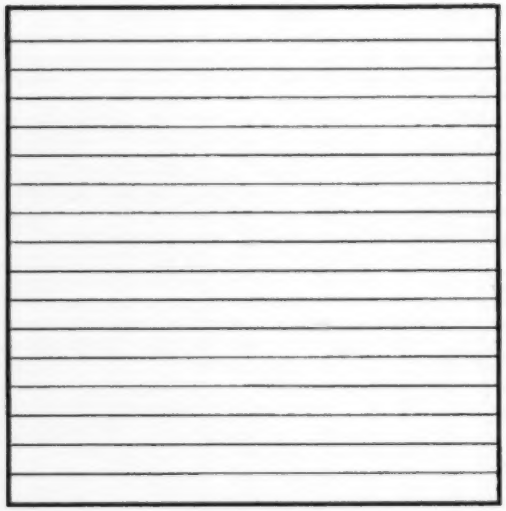
The number of stores on main street in a town depended on the number of people who lived in and around the town. As the town prospered, artisans with special talents set up their businesses. These buildings had "false fronts" - tall, square extensions - to make them look bigger than they were.

Besides the general store, livery/blacksmith shop, and hotel, other businesses sprang up. A saloon, hardware store, barbershop, pharmacy, millinery (hat) and dressmaker's shop might occupy the buildings. Silversmiths, coopers (barrel makers), shoemakers, and photographers came to earn their living, also.

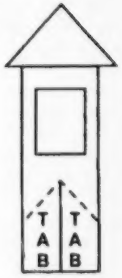
All contributed to a community whose hope was to grow and become successful as a market and business center for the local farm people.

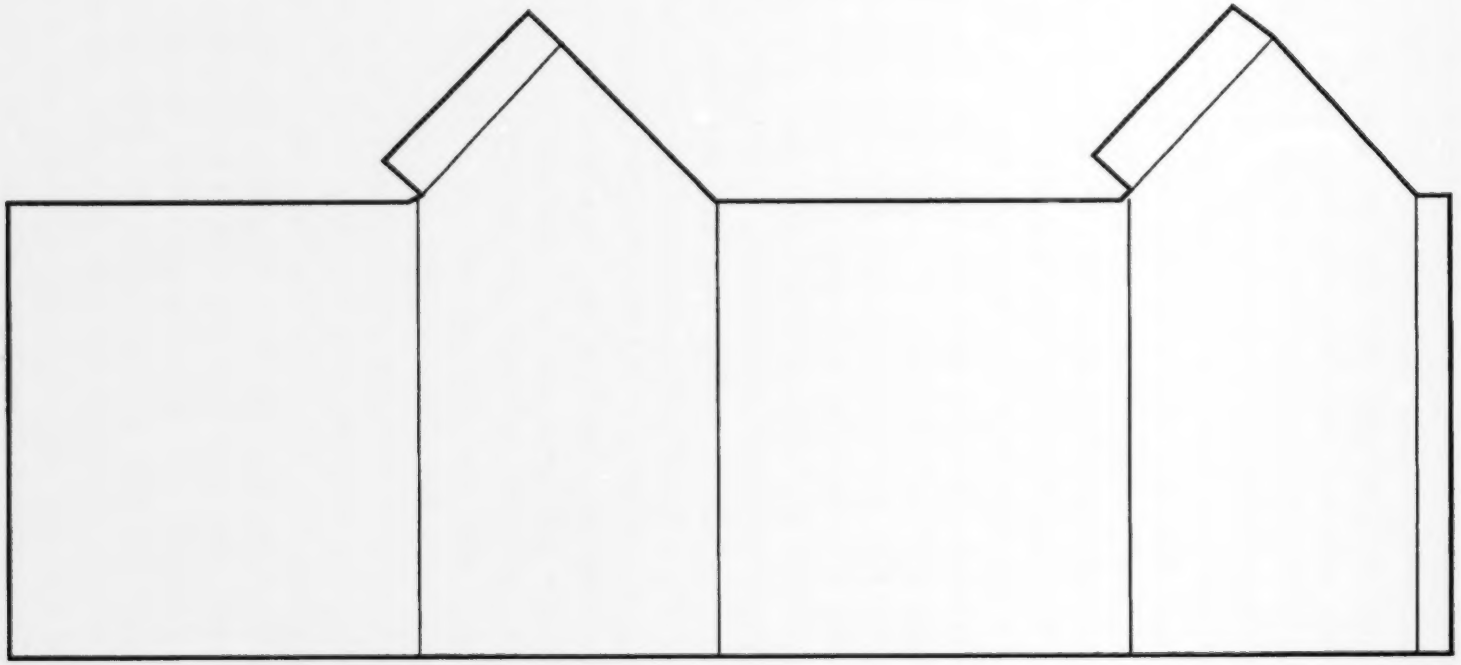
Use these patterns to design, cut (on dark lines), fold (on light lines), and glue tabs to assemble these buildings.

This pattern has been left blank for you to create the windows, doors, and siding appropriate to a house, a school, or a church.

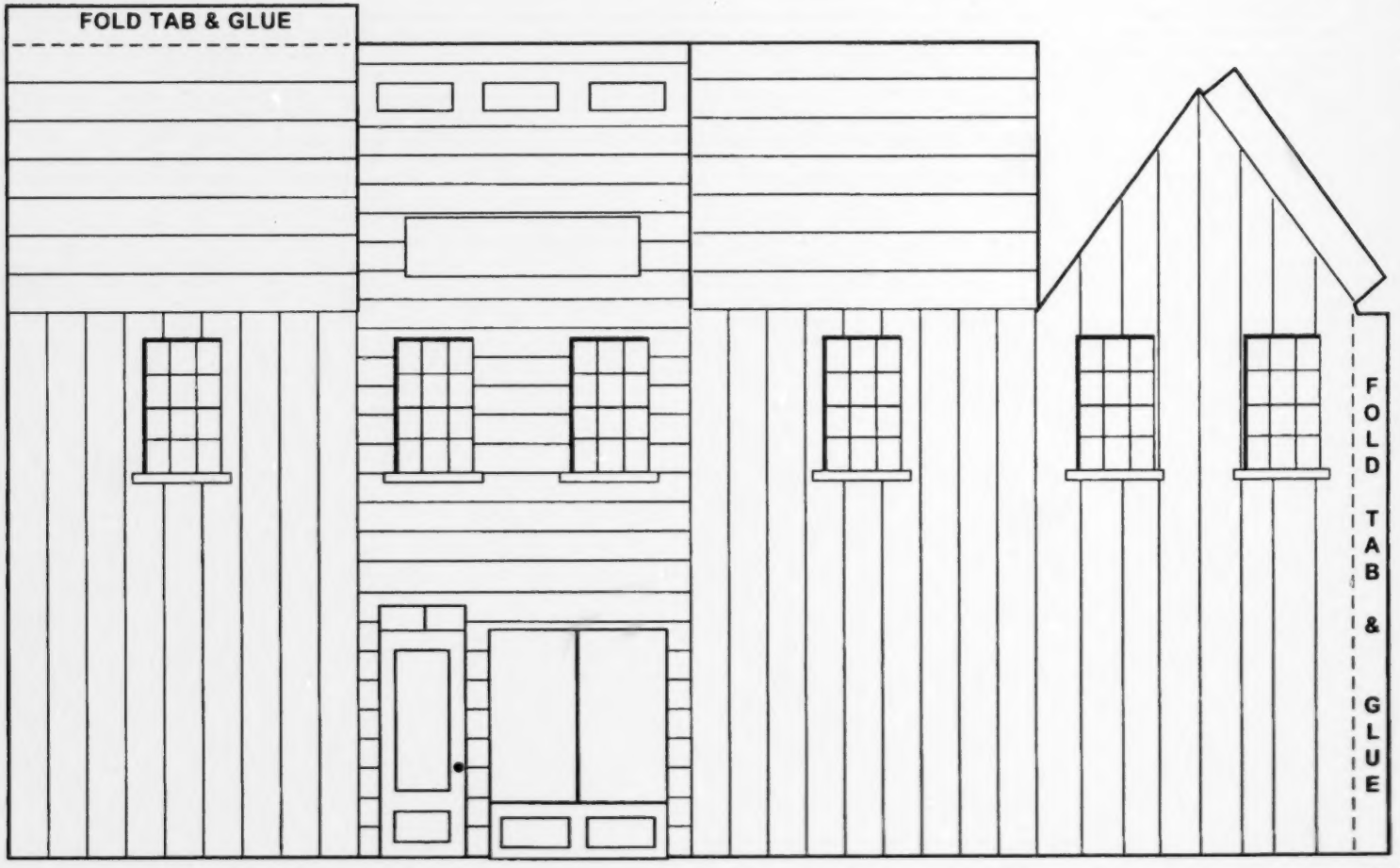


roof pattern



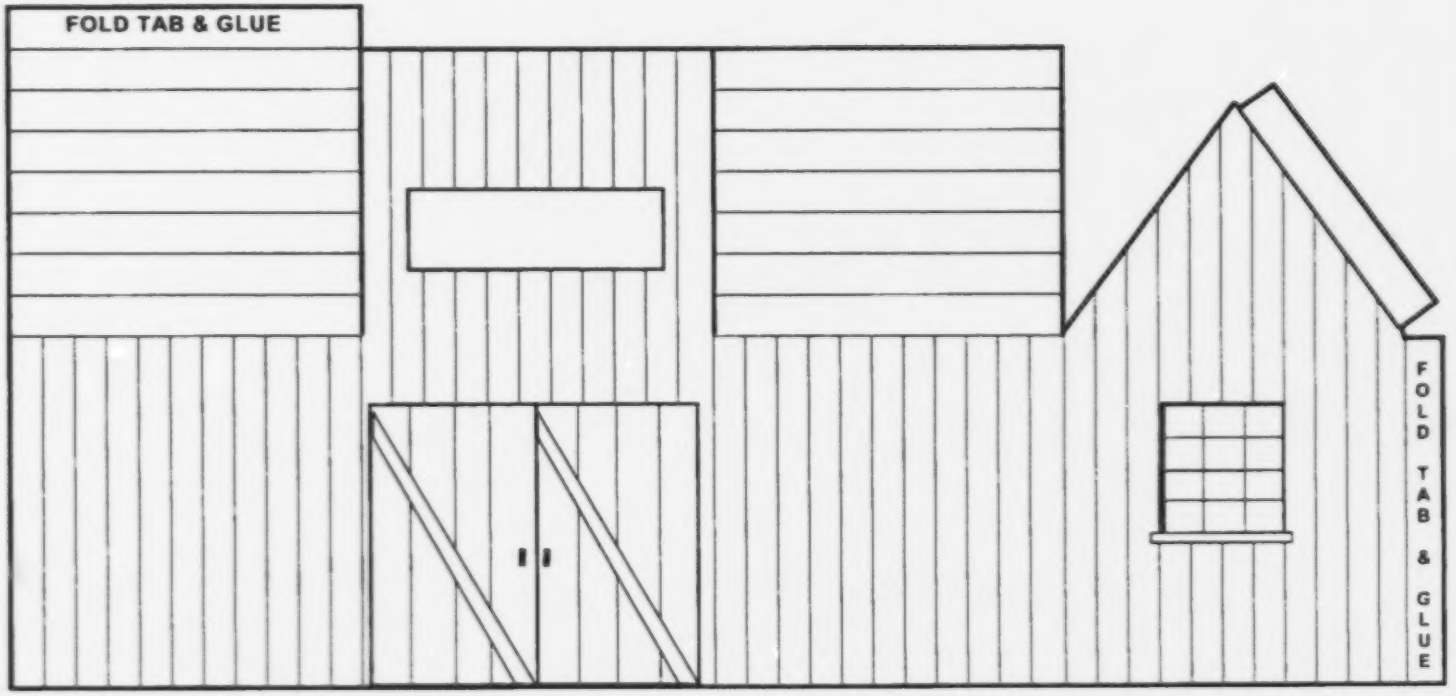


Cut on the dark lines, fold on the light lines, and glue to assemble.



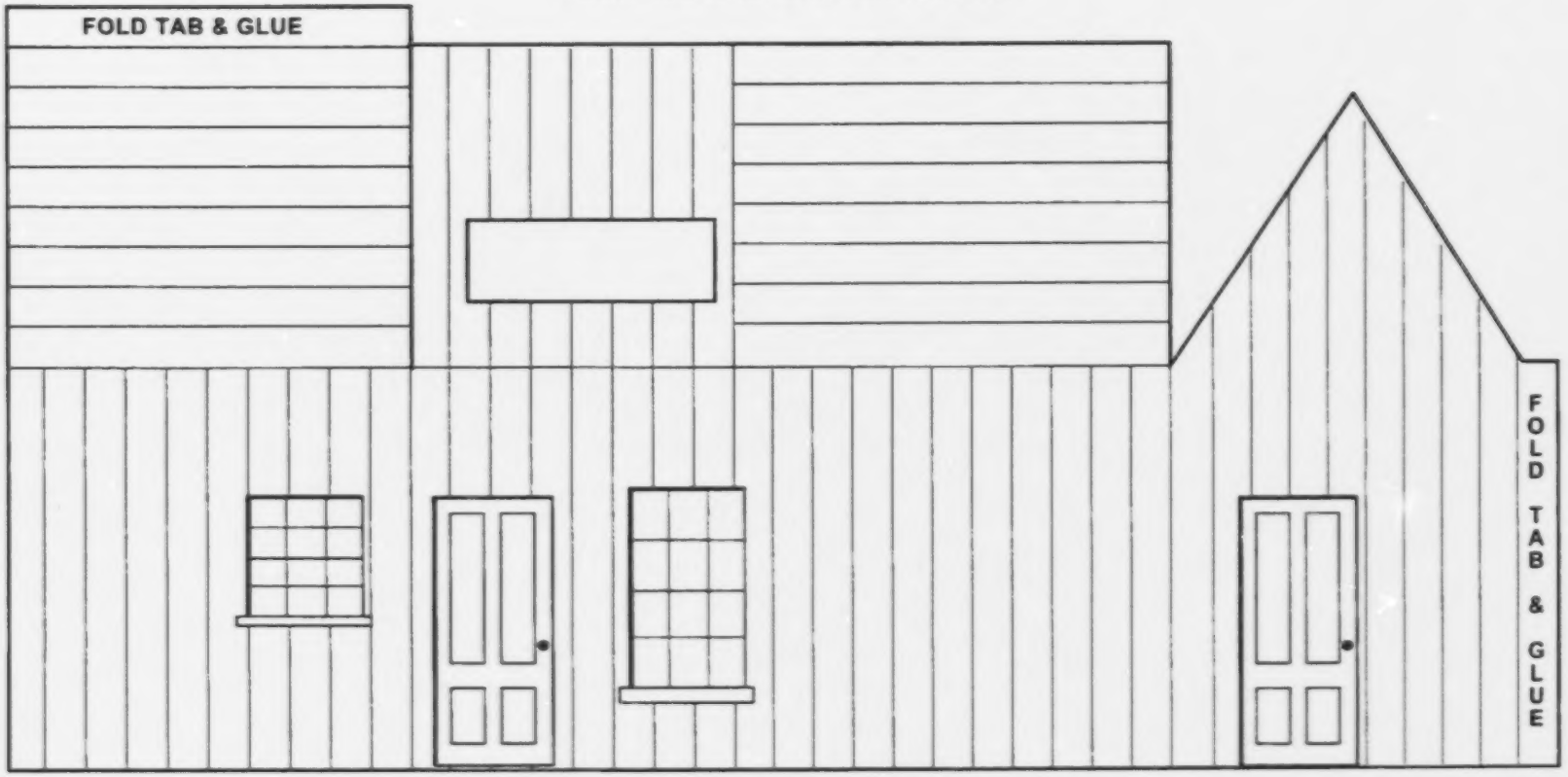
Create a livery/blacksmith shop and a lumberyard using this pattern.

Cut on the dark lines, fold on the light lines and glue tabs to construct the buildings.

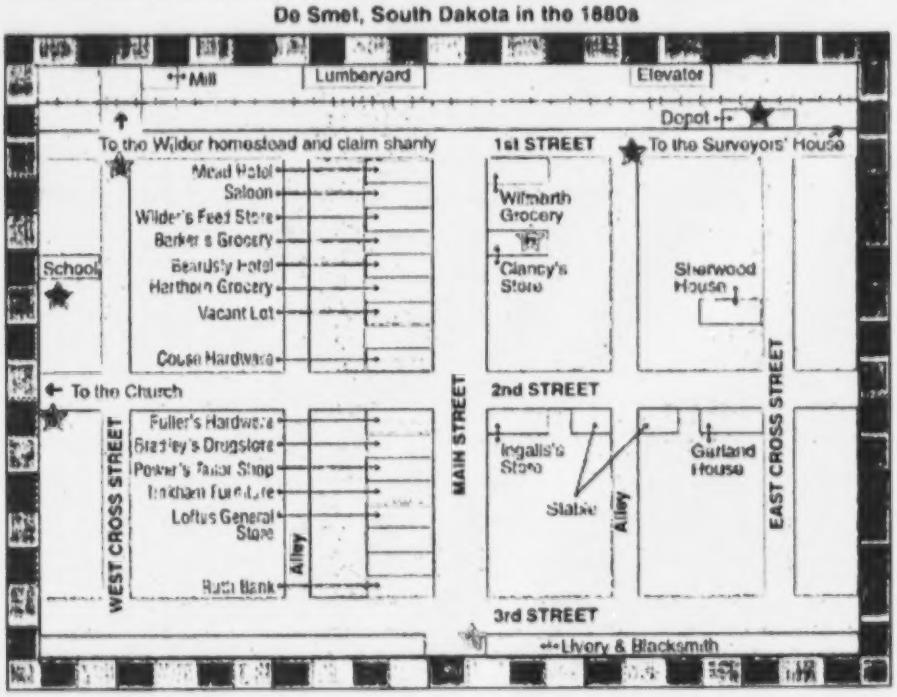


Use this pattern to create "false front" businesses for your prairie town.

Cut on dark lines, fold on light lines, glue tabs.



De Smet, South Dakota



Adapted from a sketch which Laura had drawn (original drawing can be found at the Detroit Public Library).

De Smet, South Dakota-Church

For most pioneer families, Sunday was a day of rest as well as a day to attend church. In *On the Banks of Plum Creek*, Laura and Mary attend church for the first time in Walnut Grove, Minnesota. Their minister, Reverend Edward Alden, was an itinerant preacher from the east. He became a friend of the Ingallses, and in *The Long Winter* he sent the family a Christmas barrel containing clothing, books, and a turkey, which they received in May when the blizzards finally stopped.

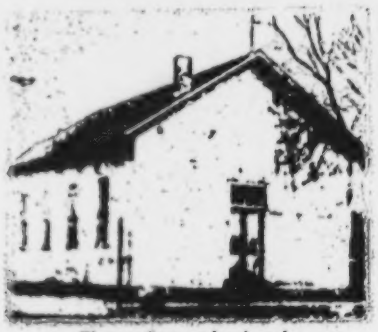


Photo of an early church

The Ingallses were charter members of the Congregational Church in both Walnut Grove, Minnesota, and in De Smet, South Dakota. Pa donated the money he had been saving for boots to buy a bell for the church in Walnut Grove. On February 29, 1880, Reverend Alden came to the Surveyors' House to hold the first church service in the area. After the hard winter, Pa helped build the Congregational Church in De Smet and the family attended a Thanksgiving Day dinner to raise money for the church. Ma made a wash pan full of baked beans for the dinner. Here is an old recipe for baked beans for you to try.

Boston Baked Beans	
1 lb. dried pea or navy beans	2 medium onions, diced
1/2 c. molasses	1/4 c. brown sugar
1 tsp. salt	1 tsp. dry mustard
1 c. boiling water	1/4 lb. salt pork, scored to the rind
Wash beans; soak overnight in water to cover. Drain; place beans in large saucepan and cover with water. Add onions and simmer one hour or until tender. Drain and turn into a 2 quart bean pot or casserole. Combine molasses, brown sugar, salt and dry mustard. Add boiling water. Pour over beans. Add more water if necessary. Place salt pork on top. Cover and bake in a slow oven (300 degrees F.) 6 hours, adding water if top seems dry. Uncover for the last half hour of baking.	

De Smet, South Dakota-Claim Shanty

In the spring of 1880 Pa Ingalls traveled from Silver Lake to the Land Office in Brookings (Dakota Territory). He went to file a claim for 160 acres of land for a homestead. On the land claim he built a one-room claim shanty for his family to live in that summer. Claim shanties, made of boards and tar paper, were hastily built. This was done to show one's "claim" to that land and to provide housing.

The Ingalls family (Pa, Ma, Mary, Laura, Carrie and Grace) lived in their one-room shanty for one summer until Pa could build another room onto it. Ma thought it looked like "half of a woodshed split in two!" Why didn't the Ingallses spend the winter in their claim shanty?

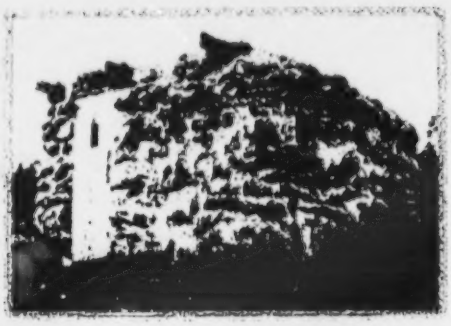
Copy the drawing of a claim shanty and complete the picture by adding what a pioneer family would need to survive on the plains. Include plants and animals.

Besides claim shanties, pioneers also build sod houses from the native prairie sod.

De Smet, South Dakota-Sod House

Sod houses were constructed from soil. A sod plow was used to cut the soil into 3 foot lengths. Cutting had to be done between mid May and mid July so the sod would not rot. The soddy was about 14 feet by 16 feet with walls four feet thick. A soddy would last about six years.

What would be some advantages and disadvantages of living in a soddy?



Often, before a sod house was built, a claim shanty was put up on a new land claim.

De Smet, South Dakota-Clancy's Dry Goods Store

Laura worked at Clancy's basting men's shirts for .25 cents a day. At the end of six weeks, she had earned 9.00 dollars to help send Mary to the Iowa College for the Blind. Clancy's store contained only dry goods: bolts of cloth, buttons, needles, pins and thread, everything pioneers needed to make their own clothing. Were there other stores in De Smet where the settlers could buy dry goods? Who might have used Power's Tailor Shop?

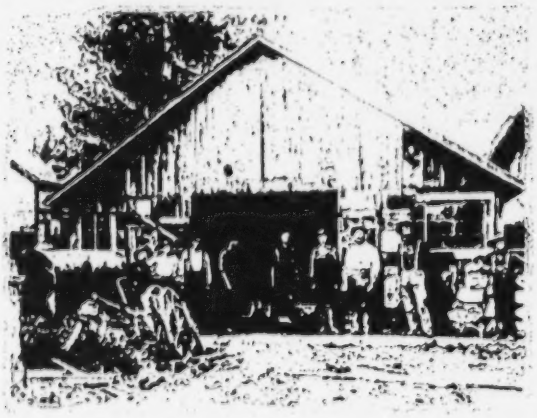
Why don't we have dry goods stores today? Click on the picture to see a bigger version.

What kinds of things could you buy in this store? Where would you buy these things today?

De Smet, South Dakota-Livery Stable and Blacksmith Shop

At the livery stable people who did not own a horse could rent one. Buggies, wagons and sleighs could be rented, too. Visitors could leave their horses at the livery stable while staying in town. The Ingalls family had a stable behind their store building in De Smet for their horses, Sam and David, and their cow Ellen and her heifer calf.

Men often gathered at the livery stable to talk. It was a place where they relaxed, told stories, or exchanged information or ideas. What do you think the men are doing in this photograph? Why were no women present?



John and Frank Menzer began operating a blacksmith shop in Lone Tree, Iowa, in 1891.

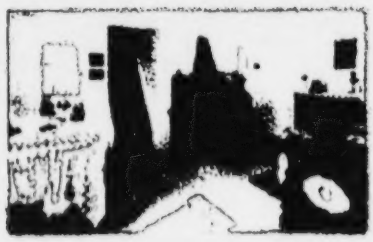
They are standing in the doorway in the photograph. The shop was lit with kerosene lamps and a steam boiler supplied power for their machinery. Why was a blacksmith shop an important part of a pioneer town?

De Smet, South Dakota-Surveyors' House

In December 1879, after the railroad workers left for the winter, the Ingalls family moved into the Surveyors' House on the north shore of Silver Lake, in what is now the town of De Smet, South Dakota. Early in the spring, settlers started arriving at the house on their way to find new land and the Ingalls family offered them room and board.

Laura was twelve when she moved to Dakota Territory in 1879. She and her family stayed in this house during one winter and spring. Why did Laura think this house was so big?

The pantry in the Surveyors' House. What items were kept in a pantry? What items can you identify?



The Surveyors' House is the oldest house in De Smet. It has been restored to look as it did when the Ingallses lived there. This room served as a kitchen, dining and living room

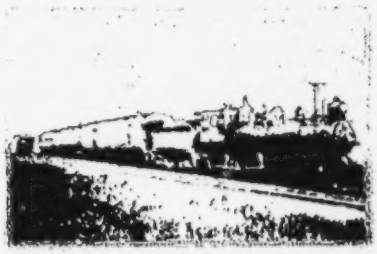
combined. How is this different from your home?

The postcard, "Summer at the Surveyors'House," used by permission of Leslie A. Kelly.

The postcards, "Surveyors' House" and "Pantry at the Surveyors' House" used by permission of the Laura Ingalls Wilder Memorial Society.

De Smet, South Dakota-Depot

In *By the Shores of Silver Lake* Laura, Mary, Carrie, Grace and Ma traveled by train from Walnut Grove to Tracy, Minnesota. There they met Pa and traveled by wagon to Silver Lake in Dakota Territory where Pa was working for the railroad.



In *By the Shores of Silver Lake*, Laura reported that the train could go twenty miles an hour, as far as Pa's horses could go in a day. The development of the railroad made the westward journey much easier for the pioneers. Why do Americans not travel by train very much today?

Railroads brought goods such as food supplies, cloth, lumber, and farming equipment to frontier towns. During that terrible winter of 1880-81, the trains could not get through to deliver supplies to De Smet, and the Ingallses and other settlers came close to starving. What kind of supplies do you think the Ingallses and other settlers needed to survive on the Dakota prairie?

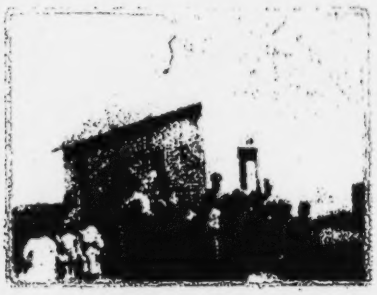
De Smet, South Dakota-One Room School

Laura and Carrie attended De Smet's first school, which opened on November 1, 1880. Their teacher, Miss Florence Garland, placed Laura in the fifth reader. During the hard winter of 1880-81, blizzards forced the school to close when the trains could not get through to deliver coal and other supplies.

In the fall of 1882, Laura's teacher was Almanzo's sister, Eliza Jane Wilder, who also filed a claim near De Smet. In *Little Town On the Prairie*, she is depicted as an unfair teacher who cannot maintain order in the classroom. In January 1883, when Laura was only fifteen, she became a teacher at Bouchie School (Brewster School in *These Happy Golden Years*) for only $20 a month.

This is a book made of linen, published in 1917 by the Saalfield Publishing Company. In *The Long Winter*, when the Ingallses get their Christmas barrel in the spring, Grace finds an ABC book printed on cloth and a Mother Goose book with a colored illustration on the cover.

Pupils in frontier schools had to purchase their own books and supplies. What school supplies do you buy?



When Laura went to school in De Smet, there were fewer than twenty pupils. When Laura taught at the Perry School, she had only three pupils. How many students are in this picture? Are they all the same age? How many students are in your class?

Laura taught at Brewster School, a claim shanty near De Smet, with only five students. She was only fifteen at the time. Her pay was only $20 a month.

What challenges would a teen-ager today have teaching a class of five students? What job might pay $20 today?

What do you think this class is doing? Why aren't they at school?

A Simple Pioneer Nine-Patch Quilt

A quilt is a warm bed covering made of three layers - a top, padding, and a backing. The top is often made of pieces of cloth left over from making clothing or cut from old, worn-out clothes.

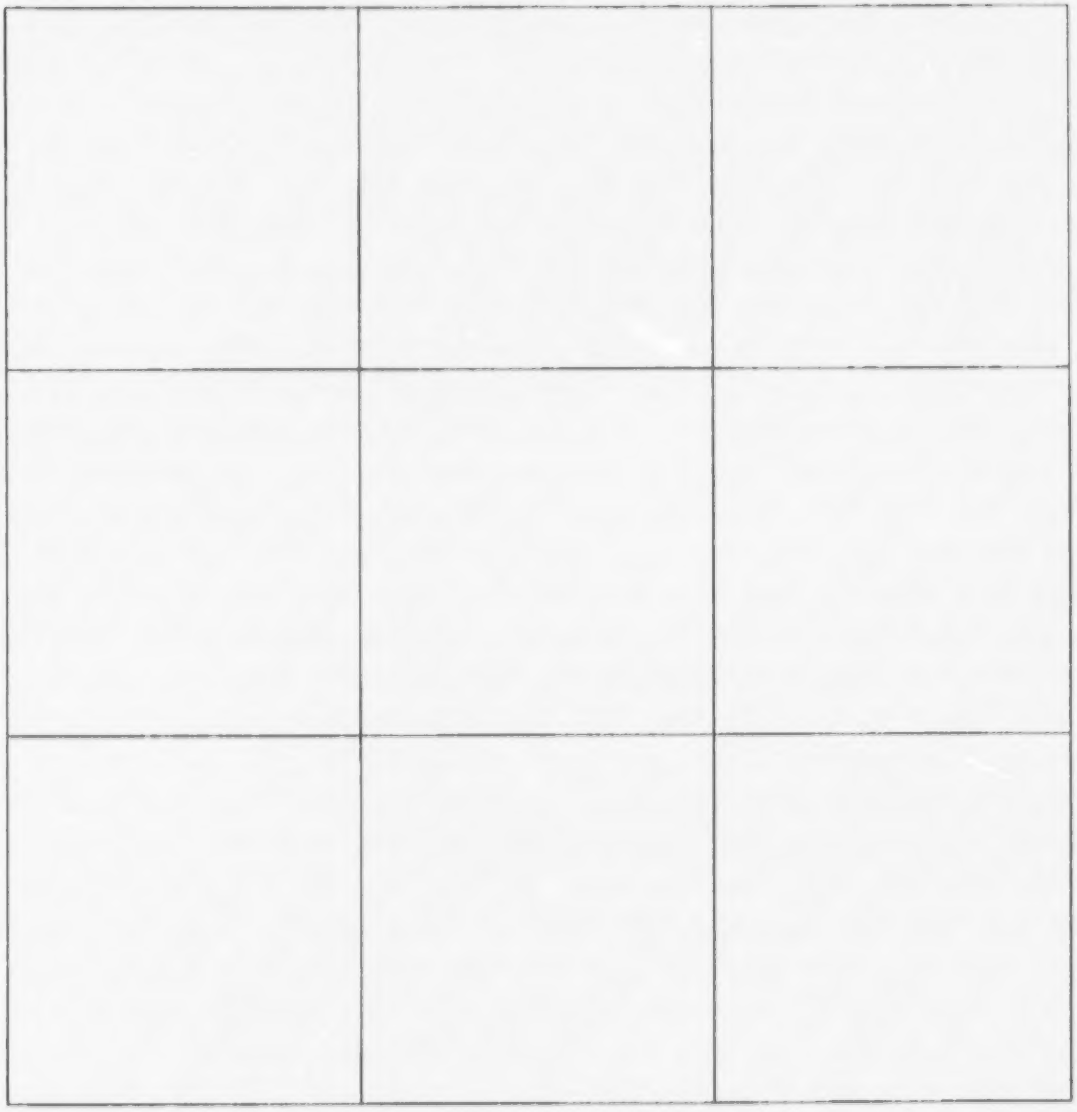
As settlers moved west, they cleared the land, built new homes, and established many small towns. They brought many quilts with them because they knew the winters were often very cold and stormy. Quilts were also used to protect the family's valuables from breaking in the wagons during the bumpy rides west. They also found use as cushions and beds for the tired travelers.

Like Laura and her sisters, as soon as pioneer children could handle a needle, they were taught to make nine-patch quilt blocks from nine squares of fabric. The blocks in early quilts often had wool, old rags, and raw cotton cut from worn and mended clothing. Finished blocks were then sewn together and assembled over a padding and backing.

To make this classroom nine-patch quilt, you will need magazines for the "fabric" squares, scissors, glue, and a copy of the nine-patch quilt block. Use the pattern to cut squares of color from magazine pictures. Glue them over the quilt block. Now you have a quilt block in a nine-patch pattern. Blocks can be displayed together on a bulletin board as your class's own nine-patch quilt.

For further information on the story of quilting read THE QUILT-BLOCK HISTORY OF PIONEER DAYS by Mary Cobb.

Nine Patch Quilt Template



Cousin Ed's Straw Hat

Prepared for the Hoover Library by Joyce Harken

This "straw" hat is made to resemble one that a boy might have worn on the trail west. It is fairly simple to construct with brown paper bags or kraft paper, and a small bowl for shaping the crown. However, an adult should make the pattern template ahead of time.

Pattern template: To make a template that will withstand multiple use, you will need a 14" cardboard circle. You can either cut one yourself or it can be purchased where they sell cake decorating supplies. Take the bowl you will be using to shape the crown and center it on the cardboard. Draw around it with a pencil and cut out the smaller circle with a mat knife. Your template should resemble a flat donut.

Materials for hats:

- 2 large brown paper grocery bags (or kraft paper)
- glue - Tacky Glue is preferred as it is thicker in consistency
- small round bowl or container that measures 7" inside diameter - this shape should resemble the crown of a hat
- large rubber band
- scissors
- pencil to draw around pattern
- dishpan of water

Cut down the center of a side of the paper bags, then cut out the bottom of the bags so they form two large sheets of paper. Using the template draw three 14" circles on the paper bags. One will form the crown and two will form the brim of the hat.

To shape the crown, dip one of the paper circles in the water. Dip it quickly - do not let it soak. Center the wet circle over top the upside down bowl. If there is printing on the paper circle, put that side down against the bowl. With your hands press the paper over the bowl, trying to distribute the wrinkles so there are no really large ones.

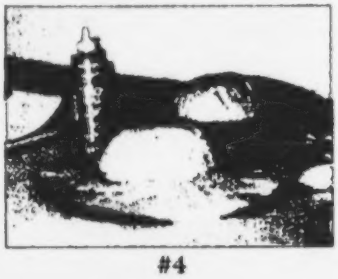
Next, take the large rubber band and stretch it over the bowl (#1) as far down as you can to hold the paper in place until it dries. The excess paper should form a lip, extending out from the bowl and lie fairly flat against the table. Allow it several hours to dry. When the crown is dry, remove it from the bowl and trim the lip (#2) so it only extends 1 to 1 1/2 inches out from the bottom of the crown all the way around.

#1

#2

To make the brim, lay the template back on the two remaining circles and trace the inside circle. Cut out both inside circles. Take the crown and spread a bead of glue on the top side of the lip. Take one of the brim circles, if it has printing on it, put the print side down. Slide the brim circle over the crown (#3), so the crown extends all the way up through the center hole. Press the inner edge of the brim into the glue on the crown lip. Take your last brim circle and place it print side up, spread it with a thin layer of glue. A small piece of cardboard will act as a squeegee to spread it evenly. Carefully place the top brim and crown over the bottom brim, so that the brim circles are directly on top of each other, and the lip of the crown is sandwiched between the brims. Press the brims together to seal the glue between them.

#3



#4

Your hat is finished (#4)! If you wish, you could add a hat band at the base of the crown using twine or leather cord.

Grandma Minnie's Sunbonnet

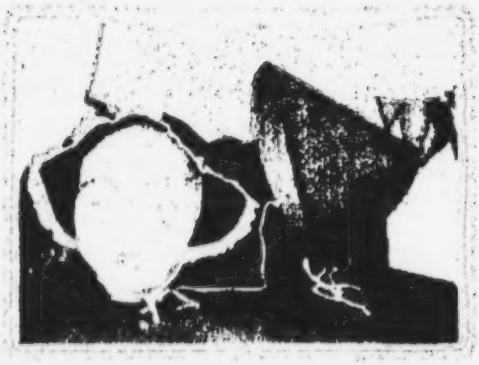
Prepared for the Hoover Library by Joyce Harken

This little girl's paper sunbonnet is fashioned after the cloth ones my grandmother used to make and wear when she worked in her garden. To make a pattern template that will stand up to repeated use, you will need a 12 x 16 piece of tagboard. Cut out the half pattern included with these instructions. Using the diagram on the half pattern as a guide, place half pattern on one side of the tagboard, trace around it marking the center with a dashed line. Flip the pattern over and trace around the other side. Cut out tagboard on outside lines - do not cut center line. Use a paper punch to punch holes where marked.

Materials for sunbonnets:

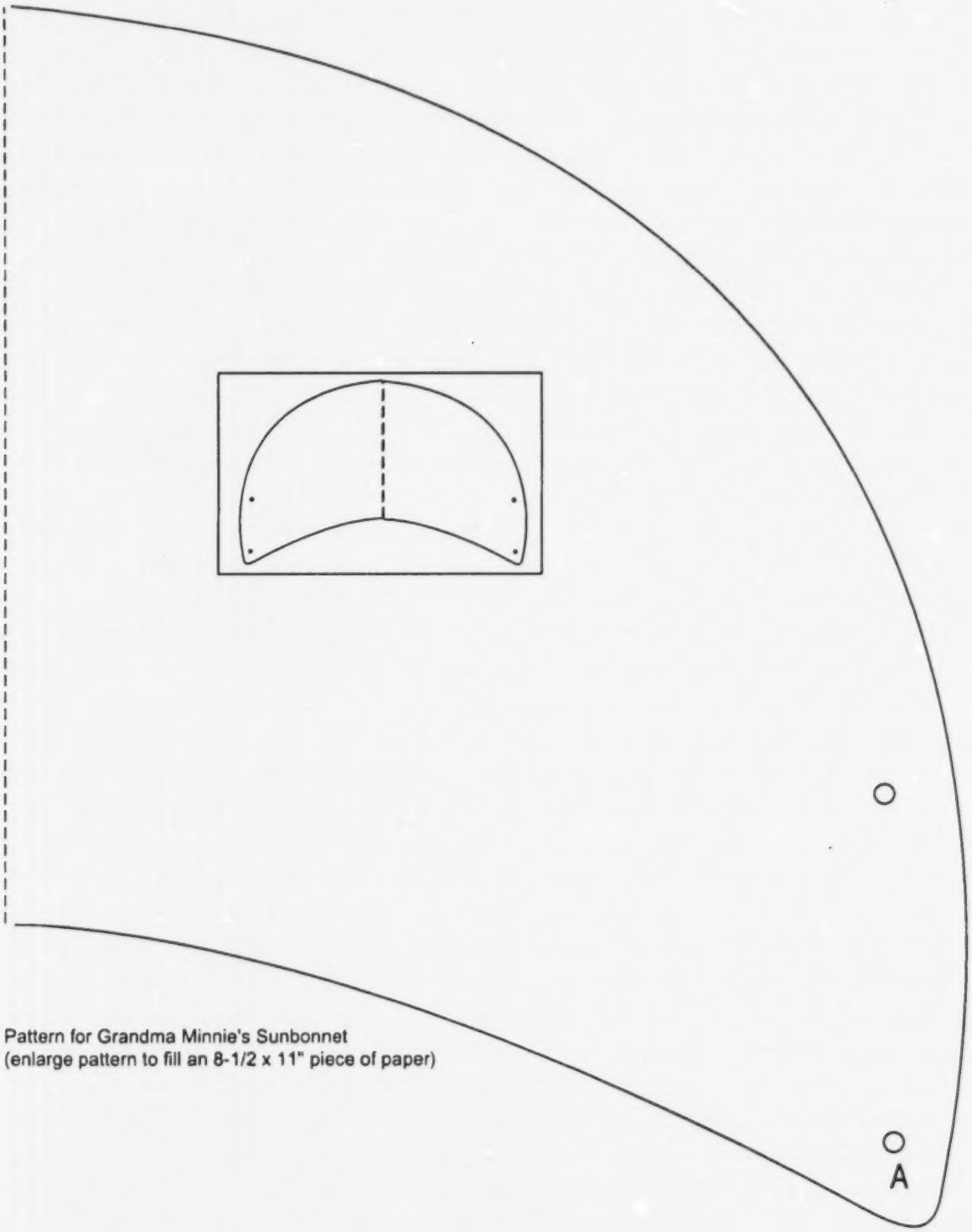
- 1 sheet of 12 x 16 construction paper for each bonnet
- pencil to draw around pattern
- scissors
- paper punch
- 8 hole reinforcements for each bonnet
- 3 - 18" pieces of yarn for each bonnet
- crayons or markers to decorate bonnet
- lace trim (optional)

Place the tagboard pattern on construction paper and trace around it with a pencil, making sure to mark a dot in each of the holes. Cut out construction paper, and punch holes where marked. Put reinforcements on each side of holes. Thread one piece of yarn through both holes marked "A" on the pattern, and tie a bow. This will curve the paper to form the shape of the bonnet. The size of the bonnet can be adjusted by how tight or loose you tie the back yarn. Next tie one piece of yarn in each of the other holes - these will be the ties to hold the bonnet on. Use crayons or markers to decorate as desired.



Be creative in decorating. Suggested ideas:

- Cut the construction paper with pinking shears or decorative edge scissors.
- Glue lace trim on the front edge of the bonnet.
- Use Crayola Overwriters or Underwriters to create a "print fabric."



Pattern for Grandma Minnie's Sunbonnet
(enlarge pattern to fill an 8-1/2 x 11" piece of paper)

Wildflower Seed Packet Activity

This is a fun activity for students to select a prairie flower, briefly research it, and create a colorful seed packet for it.

The seed packet template is designed for a description of the wildflower (from the research) to be written on the back and labeled / illustrated on the front. It can then be cut, folded and glued to create the seed packet.

Before gluing the top flap closed, a pinch of wildflower " mystery" seeds can be inserted for students to take home and plant.

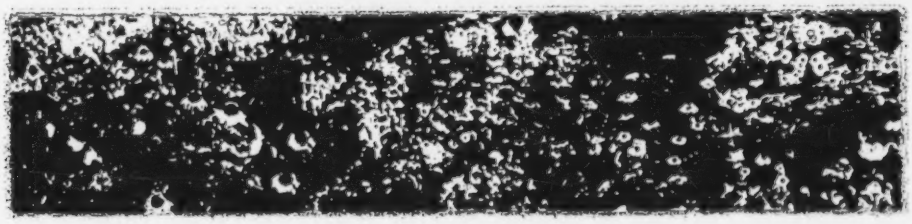
Suggested wildflowers are:

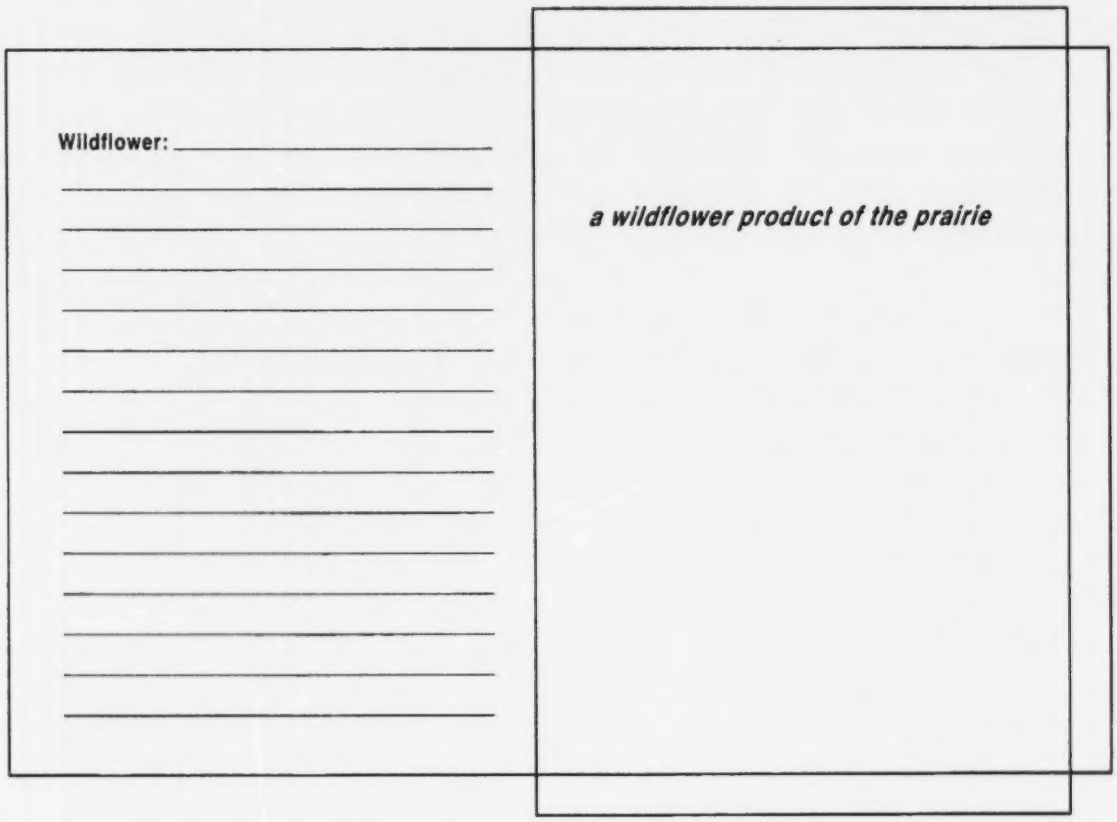
- anemone
- blazing star
- blue violet
- coreopsis
- goldenrod
- gray-headed coneflower
- lily
- morning glory
- prairie sunflower
- purple coneflower
- sheep sorrel
- shooting star
- thimbleweed
- yellow violet
- wild onion
- wild rose

Wildflowers

The Little House books contain several references to wild flowers. In On the Banks of Plum Creek, Laura Ingalls Wilder described the blue flags, black-eyed Susans, violets, and buttercups that grew wild on the family's farm. In By the Shores of Silver Lake, Laura finds her little sister, Grace, sitting in a buffalo wallow surrounded by violets. Laura and Almanzo's daughter, Rose, was named for the wild rose that grew everywhere on the prairie.

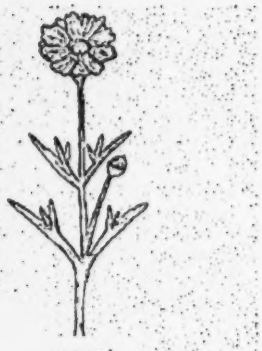
The garden shown below contains many wild flowers. How many different kinds of flowers can you identify? Some to look for are black-eyed Susans, purple coneflowers, daisies, cosmos, Queen Anne's lace, gaillardia, bee balm, coreopsis and asters.




Wildflower:
a wildflower product of the prairie

anemone

blue violet



coreopsis

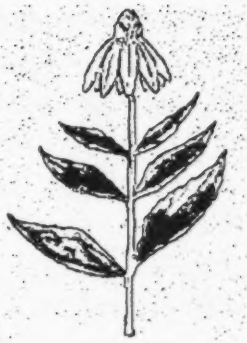
goldenrod

gray-headed coneflower

lily

morning glory

prairie sunflower



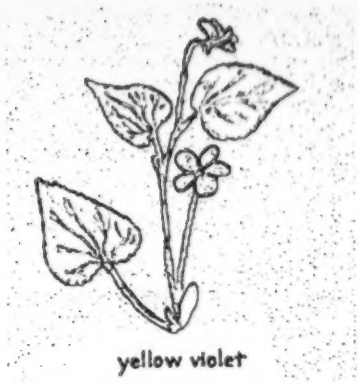
purple coneflower

SHEEP SORREL

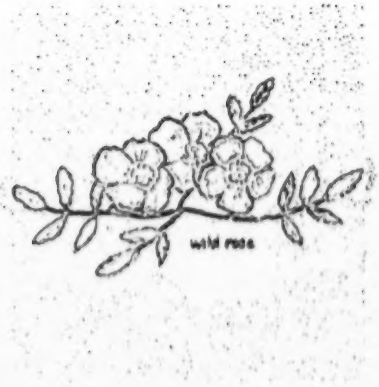
BACK

shooting star

thimbleweed


yellow violet

wild onion


wild rose

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- Anderson, William. *Laura Ingalls Wilder Country*. HarperCollins, 1990. Illustrations by Leslie A. Kelly
- Collins, Carolyn Strom. *The World of the Little House*. HarperCollins, 1996.
- Lasky, Kathryn. *Searching For Laura Ingalls: A Reader's Journey*. Macmillan, 1993. In this photo-essay, Kathryn Lasky, her husband and daughter set out to find the settings of all the Little House books.
- Walker, Barbara M. *The Little House Cookbook: Frontier Foods From Laura Ingalls Wilder's Classic Stories*. HarperCollins, 1995. Contains passages from the Little House books, frontier recipes, and is illustrated with Garth William's famous drawings.

Other Materials About Laura Ingalls Wilder

- Anderson, William. *Musical Memories Of Laura Ingalls Wilder*. A book and audiocassette. $19.95 Available from the Laura Ingalls Wilder Society, Headquarters-Gift shop, 105 Olivet Ave., Box 344, De Smet, SD 57231
- Laura Ingalls Wilder History Trunk. Herbert Hoover Presidential Library. A presenter brings a history trunk to your school. It includes period pieces, photographs, letters, quilt blocks, clothing and a slide show. To schedule, call Mary Evans at 319-643-5301.
- *Little House Legacy: The World Of Laura Ingalls Wilder*. Herbert Hoover Presidential Library. A video of the 1995 exhibit at the Library. To borrow call either Sylvia or Mary at 319-643-5301.
- *Meet The Newbery Author: Laura Ingalls Wilder*. American School Publishers, P.O. Box 408, Hightstown, NJ 08520-9377. Filmstrip and audiocassette. (#MA508345-0) $45 Videocassette (ISBN# 87004763) $54 McGraw-Hill SRA Divsion; phone 1-800-843-8855.

THE WESTWARD JOURNEY

Picture Books and Easy Readers

- Ackerman, Karen. *Araminta's Paint Box*. Atheneum, 1990. When the family moves from Boston to California in 1847, Araminta and her paint box become

separated, but through a series of new owners, the paint box finds its way to California.

- Bunting, Eve. *Dandelions*. Harcourt, 1995. Zoe and her family travel from their Minnesota homestead to the Nebraska territory where the grass seems to stretch forever.
- Byars, Betsy. *Golly Sisters Go West*. HarperCollins, 1986. An I Can Read Book. The Golly sisters travel in a covered wagon and entertain settlers throughout the Old West. Sequel: Golly Sisters Ride Again.
- Harvey, Brett. *Cassie's Journey: Going West In The 1860's*. Holiday, 1988. Told from the viewpoint of a small girl, the story relates the adventure, hardships and dangers of going west. Based on several accounts, many taken from Lillian Schlissel's *Women's Diaries Of The Westward Journey*.
- Hooks, William H. *Pioneer Cat*. Random, 1988. Step Into Reading series. A young girl smuggles a stray cat aboard a wagon train leaving Missouri for Oregon.
- Sorenson, Henri. *New Hope*. Lothrop, 1995. Grandpa tells the story of how his ancestors started a town because of a broken wagon axle.

Fiction

- Kudlinski, Kathleen V. *Facing West: A Story Of The Oregon Trail*. Viking, 1994. Once Upon America series. Ben, who has asthma, believes his family is making the arduous journey along the Oregon Trail just for him.
- Woodruff, Elvira. *Dear Levi: Letters From The Overland Trail*. Knopf, 1994. Twelve-year-old Austin Ives writes letters to his younger brother describing his three-thousand-mile journey from their home in Pennsylvania to Oregon in 1851.
- Van Leeuwen, Jean. *Bound For Oregon*. Dial, 1994. Based on memories recorded in the book, *On To Oregon! A True Story Of A Young Girl's Journey Into The West*, this is a fictionalized account of nine-year-old Mary Ellen Todd's trip on the Oregon Trail.

Nonfiction

- Bacon, Melvin. *Bent's Fort: Crossroads Of Cultures On The Santa Fe Trail*. Millbrook, 1996. Uses old diaries, letters, contemporary photographs and engravings to describe the fort and explain its significance.
- Erickson, Paul. *Daily Life In A Covered Wagon*. The Preservation Press, 1994. Join the Larkin family as they travel from Indiana to Oregon in 1853. Full of facts, drawings and photographs of artifacts. Pair with The Oregon Trail CD-ROM, published by MECC.
- Fisher, Leonard Everett. *The Oregon Trail*. Holiday, 1990. Charts the journey of those who followed the Oregon Trail, the obstacles and dangers they encountered and discusses the trail's eventual decline as a result of the completion of the transcontinental railroad.
- Levine, Ellen. *....If You Traveled West In A Covered Wagon*. Scholastic, 1992. Easy to read questions and answers about going west.

- Schlissel, Lillian. *The Way West: Journal Of A Pioneer Woman*. Simon & Schuster, 1993. An adaptation of a diary of Amelia Stewart Knight written while she, her husband and seven children journeyed from Iowa to the Oregon territory in 1853.
- Wadsworth, Ginger. *Along The Santa Fe Trail: Marion Russell's Own Story*. Whitman, 1993. In 1852, eleven-year-old Marion Russell travels with her mother and older brother in a wagon train along the Santa Fe Trail.
- *Women's Diaries Of The Westward Journey*. Schocken Books, 1982. Excerpts from several diaries. Includes contemporary photographs and commentary by Lillian Schlissel. A good teacher resource.

CD-ROM

- The Oregon Trail I
- The Oregon Trail II. MECC, 6160 Summit Dr. N., Minneapolis MN 55430-4003. A simulation of a westward journey in which the player selects gear, stock, food, the wagon and deals with hardships and calamities along the way. Now available as an on-line interactive simulation.

LIVING ON THE FRONTIER

Picture Books and Easy Readers

- Brenner, Barbara. *Wagon Wheels*. Harper, 1978. An account of the settling of Nicodemus, Kansas, a black community founded after the Civil War.
- Coerr, Eleanor. *Chang's Paper Pony*. HarperCollins, 1988. In this easy reader, the Gold Rush is on and Chang and his Grandpa Lu come from China to work in a mining camp.
- Harvey, Brett. *My Prairie Year: Based On The Diary Of Elenore Plaisted*. Holiday, 1986. Based on the diary of the author's grandmother, this picture book describes a family's experiences in the Dakota Territory.
- Turner, Ann. *Dakota Dugout*. Macmillan, 1985. In this good read aloud, a woman tells her granddaughter what is was like to live in a sod house on the Dakota prairie a century ago. Also, *Sewing Quilts*, by the same author.

Fiction

- Armstrong, Jennifer. *Black-Eyed Susan*. Crown, 1996. Susan's mother cannot cope with life on the prairie and suffers bouts of depression and is unable to understand Susan's love of the prairie's beauty and solitude.
- Conrad, Pam. *Prairie Songs*. HarperCollins, 1985. Young Louisa Downing, who homesteads the Nebraska prairie with her family, watches as a young doctor's wife suffers from serious depression as she struggles to cope with life on the prairie.

- DeFelice, Cynthia. *Weasel*. Macmillan, 1990. Alone in the frontier wilderness in the winter of 1839 while his father is recovering from an injury, eleven-year-old Nathan runs afoul of a renegade killer known as Weasel and makes a surprising discovery about the concept of revenge.
- Gregory, Kristiana. *The Legend Of Jimmy Spoon*. Harcourt, 1990. The adventures of a young white boy living among the Shoshoni Indians during the early frontier days. Sequel: *Jimmy Spoon And The Pony Express*.
- Lawlor, Laurie. *Addie Across The Prairie*. Whitman, 1986. First in a series, this book tells of Addie who is reluctant to leave her home in Iowa as she and her family travel to South Dakota.
- MacLachlan, Patricia. *Sarah, Plain And Tall*. HarperCollins, 1985. When their father invites a mail-order bride to live with them in their prairie home, Caleb and Anna are captivated by her and hope she will stay. Sequel: *Skylark*.
- Nixon, Joan Lowery. *Orphan Train* series. Bantam. A young widow, Mrs. Kelley, realizes she can no longer give her children the life they deserve and sends them west on the orphan train in 1856.
- Turner, Ann. *Grasshopper Summer*. Macmillan, 1989. In 1874, eleven-year-old Sam and his family move from Kentucky to the southern Dakota Territory and a plague of hungry grasshoppers threatens their chance of survival.
- Whelan, Gloria. *Night Of The Full Moon*. Knopf, 1993. When she sneaks away to visit her friend, a young girl living on the Michigan frontier is caught up in the forced evacuation of a group of Potawatomi Indians from their tribal lands in the 1840's.
- Yep, Laurence. *Dragonwings*. HarperCollins, 1975. Depicts the lives of Chinese immigrants in San Francisco.

Nonfiction

- *Beyond The Big River: Life On The Frontier*. Herbert Hoover Presidential Library, 1996. A teacher's guide issued in conjunction with the 1996 pioneer exhibit at the library.
- Bial, Raymond. *Frontier Home*. Houghton, 1993. Describes the home life of pioneer families and shows equipment, implements and the inside and outside of frontier homes.
- Chu, Daniel. *Going Home To Nicodemus: The Story Of An African-American Frontier Town And The Pioneers Who Settled It*. Messner, 1995. Documented research and interviews with descendants of the original settlers of the all-black settlement of Nicodemus, Kansas.
- Cobb, Mary. *The Quilt-Block History Of Pioneer Days With Projects Kids Can Make*. Millbrook, 1995. This brightly illustrated book shows how traditional quilt designs tell the story of pioneer days.
- Conrad, Pam. *Prairie Visions: The Life And Times Of Solomon Butcher*. HarperCollins, 1991. A collection of photographs and stories about photographer Solomon Butcher and turn-of-the-century Nebraska.
- Freedman, Russell. *Children Of The Wild West*. Clarion, 1983. Well-chosen graphics and text depict the lives of pioneer families. Includes material on Native

American children as well.

- Katz, William Loren. *Black Women Of The Old West*. Atheneum, 1995. Short vignettes illustrated by numerous black and white reproductions.
- Miller, Brandon Marie. *Buffalo Gals: Women Of The Old West*. Lerner, 1995. Teachers, homesteaders, Native Americans, Mexican Americans and Mormons are featured in this well-illustrated and beautifully written book.
- Rounds, Glen. *Sod Houses On The Great Plains*. Holiday, 1995. Simple prose and pastel drawings bring to life the hardy pioneers and their sod houses on the Great Plains.
- Schlissel, Lillian. *Black Frontier: A History Of The African-American Heroes In the Old West*. Simon & Schuster, 1996. Includes material about homesteaders, cowboys, miners and mail-order brides, professional people and adventurers.
- Warren, Andrea. *Orphan Train Rider: One Boy's True Story*. Houghton Mifflin, 1996. This illustrated history of orphan trains in the United States tells of one boy's journey from upstate New York to Texas where he lived with the Nailling family.

NATIVE AMERICANS

Fiction

- Dorris, Michael. *Guests*. Hyperion, 1994. In this coming-of-age story, Moss, a Native American boy experiences the annual harvest feast which threatens to be ruined by rude and ungrateful European guests.
- Locker, Thomas. *The Land Of The Gray Wolf*. Dial, 1991. A young Native American, Running Deer, and his people take special care of their land until they lose it to invading white settlers, who wear it out and leave it alone to recover on its own.
- O'Dell, Scott. *Thunder Rolling In The Mountains*. Houghton, 1992. A fictional account of the Nez Perce in the winter of 1877 when they fled from their home in Oregon and were eventually forced to relocate to a reservation in Montana.

Nonfiction

- Bruchac, Joseph. *A Boy Called Slow: The True Story Of Sitting Bull*. Tells of the great Lakota hero and how he earned this well-known name.
- Greene, Carol. *Black Elk: A Man With A Vision*. Childrens, 1990. A simple account of the life of Black Elk, the Oglala medicine man who had a vision of universal peace and how he saw his people's dream die at Wounded Knee.
- Freedman, Russell. *Buffalo Hunt*. Holiday, 1988. Examines the importance of the buffalo to the Native Americans and describes the hunting methods and uses found for the buffalo.
- Freedman, Russell. *The Life and Death of Crazy Horse*. Holiday, 1995. A well-researched account of the life of the great Sioux warrior who defeated Custer at

the Battle of the Little Big Horn.

- Littlechild, George. *This Land Is My Land*. Children's Book Press, 1993. Using text and his own paintings, the author/artist describes the experiences of Native Americans to promote understanding among all peoples.
- O'Neill, Laurie A. *Wounded Knee: The Death Of A Dream*. Millbrook, 1994. Spotlight on America History series. A brief account of the battle and information about key military figures and Native American leaders.
- Oritz, Simon. *The People Shall Continue*. Children's Book Press, 1988. A good read aloud which traces the progress of the Native Americans from the time of the Creation to the present.
- Sneve, Virginia Driving Hawk. *A First American Book Series*. Holiday. Brief text and stunning illustrations present Native Americans yesterday and today.

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